

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Delaney Paterson Block #: 2
2. For what project did you make your digital story? Meaningful Engaged Learning project
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? The content being informed is how teachers should handle certain situations by using the MEL model
4. What type of story are you telling? Choose your own adventure
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)? [Writing tips: how to write a chose your own adventure story](#)
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)? I could have easily made a Prezi that explained the different aspects of MEL and how to incorporate them into the classroom
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) I can give exact examples and outcomes using the digital story. I create a scenario that is set and the viewer chooses the action while I choose the solution. Using MEL, I determine what would work, and what wouldn't. The student sees this as they continue their journey of the action adventure while at the same time, they are learning.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<p><i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i></p>	<p><i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i></p>	<p><i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i></p>
<p>Point of View: write in second person point of view</p>	<p>Every part of the digital story matching the proper point of view. We consistently addressed the reader in second person point of view (you, your).</p>	<p>This made the reader more attached to the story and made them realize what <i>they</i> would do in a situation where MEL is applied.</p>
<p>Forks in the Road: decide when he reader has to make a choice</p>	<p>There are multiple decisions to be made in the story to depict different outcomes and turn of events. Each is hinted by previously stated aspects in the MEL reading on the first page. The reader is expected</p>	<p>The reader has the decision to make a proper one using MEL or a rash decision that would cause further chaos and problems for the students and the teacher. The choices are what the reader will face in the real world of teaching, so it is giving the experience where the reader can relate to the story when faced with a problem.</p>

Plot Histories: keep track of story lines and what happens next	For the sake of educating the reader on the <i>right thing to do</i> every decision was either forwarded to the next situation or given a link to try again after their choice caused a reaction.	This reiterated the right and wrong thing to do in the situation so it really pushed the reason why the reader should incorporate MEL model into the situation in order to establish a good learning environment.
Story Endings: keep track of how the story ends	The story ends with a happy teacher successfully demonstrating the proper use of the entire MEL model. The students are being educated in an engaging learning environment. The endpoint is for the reader to learn the information on MEL.	The story ends in the teacher successfully applying all the MEL aspects to create a harmonious atmosphere for the students, which is what we want the reader to be able to do. They will see what will happen if MEL is used in the classroom.